R E P O R T R E S U M E S

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GUIDELINES FOR VOCATIONAL-TECHNICAL PROGRAMS.

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WISCONSIN BOARD OF VOCATIONAL, TECH. AND ADULT ED.

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POLICIES, PROCEDURES, AND REGULATIONS WHICH APPLY TO THE DEVELOPMENT OF TECHNICAL PROGRAMS IN WISCONSIN ARE PRESENTED. THE DOCUMENT SHOULD BE USEFUL IN PROGRAM PLANNING AND FOR THE ORIENTATION OF STAFF, BOARD, COMMITTEES, AND THE COMMUNITY. MAJOR DIVISIONS ARE (1) GENERAL INFORMATION WHICH INCLUDES PHILOSOPHY AND OBJECTIVES, AN DEVELOPMENT OF A TECHNICAL INSTITUTE CENTER, (2) PROCEDURES FOR VOCATIONAL-TECHNICAL ASSOCIATE DEGREE PROGRAMS WHICH INCLUDE PHILOSOPHY OF THE ASSOCIATE DEGREE IN VOCATIONAL-TECHNICAL EDUCATION, PLANS AND POLICIES FOR ACCREDITING TECHNICAL INSTITUTE PROGRAMS, CURRICULUM FOR ASSOCIATE DEGREE PROGRAMS, PROCEDURES FOR NEW PROGRAM APPROVAL, AND EVALUATION PROCEDURES, ASSIGNMENTS, AND INSTRUMENTS, (3) PROCEDURES FOR VOCATIONAL-TECHNICAL DIPLOMA PROGRAM DEVELOPMENT WHICH INCLUDES PHILOSOPHY OF THE VOCATIONAL-TECHNICAL DIPLOMA PROGRAM, CRITERIA AND PROCEDURES FOR NEW PROGRAM APPROVAL, SUGGESTED CURRICULUM STANDARDS, AND GRAPHS SHOWING SUBJECT MATTER EMPHASIS BY SEMESTERS. (FS)

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GUIDELINES

FOR

VOCATIONAL-TECHNICAL PROGRAMS

I. General Information

II. Associate Degree

III. Diploma

Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin 53703
C. L. Greiber, Director

Revised June, 1967

Approved by

The Wisconsin Board of Vocational, Technical and Adult Education

November 14, 1967

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INTRODUCTION

The guidelines for program development and evaluation are designed to upgrade local districts to a high level of responsibility in the administration and operation of the educational program.

The resources for a function must be available to any agency before it can be responsible in accomplishing that function. The same principle applies to any sub-system of the agency. Unless the local district has the resources, it cannot be responsible in the accomplishment of its functions. The responsibility for those functions, accordingly, cannot be delegated reasonably by the central agency until those resources are available and the responsible quality of the local district is established.

The Guidelines for Vocational-Technical Programs were generated to aid in defining the educational function. Evaluation procedures were developed to assure an acceptable level of operation in regard to those functions.

District organization involves the enlargement of the community to include resources now known to be necessary to fulfill those functions. Each administrative unit carries the full responsibility of the state agency for the comprehensive educational program. It now becomes not only possible for the agency as responsible government to recognize the sub-system, but it becomes its obligation to delegate those functions where they may best be performed.

For these reasons, productive self-direction must be allowed, encouraged and recognized. By so doing, we strengthen education as a "power reserved to the states."

The concept of a comprehensive district is simply that of a generative self disciplining system which is capable of fulfilling the functions which figure in its responsibilities. The district is not relieved of professional supervision by the central agency nor of its accountability for the stewardship of funds to state and federal governments. There is provided opportunity for leadership to emerge, for creativity, self evaluation and professional development in directions not necessarily anticipated by central leadership. This concept acknowledges several purposes which can better be accomplished locally than with central control. It provides a setting in which leadership and expertise can be developed and recognized, where it must be found, in the community setting, close to the level of operation. Above all, it provides opportunity for the people to be more a part of both its services and direction.

Operationally, the self disciplining concept relieves the comprehensive district of formal program evaluation procedures required under the "Guidelines for Program Evaluation." This provides the district with professional liberties in program administration and educational techniques within the broader framework of legal requirements.

The collection of policies, procedures and regulations presented in this document are devoted to the development of the capability for comprehensive services in vocational, technical and adult education in the local districts. These guidelines reflect the combined judgments of leaders throughout the state and nation concerning resources essential to quality vocational and technical education.

The major purpose of these guidelines beyond documenting the prevailing consensus is to provide a vehicle of communication and to accelerate the movement within each district toward a "self-disciplining" capability.

C. L. Greiber
State Director

staff of the Wisconsin Board has, therefore, been that of participation in the local programs to compensate for these incapabilities. The comprehensive district designation acknowledges that the district is appropriately staffed at the level to provide the comprehensive service.

The state staff is thus released to perform vital, state-wide functions. The following are a few of the functions which should be performed by a state staff working at the appropriate level:

1. The supervisory function becomes more advisory and consultative than directory and prudential. The overriding purpose is the pursuit of quality education.

2. They will be enabled to provide liaison between agencies, areas and state and national organizations.

3. They will keep themselves current in the area of their speciality and be apprised of developments in other states and at national levels.

4. Attention will be given to research and planning functions which involve each division.

5. Attention will be given to the problems of program development and the identification of new program potentials encouraging cooperation and avoiding unnecessary duplication or competition regarding program development.

6. State personnel will function as consultants to the community in various areas. Presentations and public activities will be important functions.

7. State-wide in-service and leader development activities will receive specific and continuing attention.

8. Staff personnel will have opportunity to develop competence in the interpretation of state and federal regulations and to assist in the interpretation of program needs and projections of interest to the legislature and to organizations.

9. Acquisitions and dissemination of current materials in their field will be an important supervisory concern.

10. Consultation with state and federal agencies, business and industry and other states will edify the organizations involved as well as enhance the professional capability of the state staff.

11. Professional writing to communicate the nature and design of progress and innovation within the state to other professionals throughout the country.

12. Professional staff members will have the opportunity to maintain themselves in professional positions of leadership and devote their energies to be effective in this role. They will have a concern for the long range goals of the system.

PREFACE

Throughout the Wisconsin history of vocational, technical and adult education, community orientation and local autonomy have been key tests in determining the desirability of every action. Wisconsin's successful leadership in the movement throughout the years may justly be attributed to the successful patterns of educational practice developed throughout the state with effective state and local leadership. While state and federal laws levy certain responsibilities upon the system, actions are entered into cooperatively with the local representatives. These actions are based upon the combined judgments with other advisory groups.

Administration Through Involvement

The process of state administration is one of direction through involvement rather than imposed authority. This is implicit in the methods of administration which employ advisory groups at all levels, of many kinds, and for many purposes. The Wisconsin Board itself is a representative group. Committees composed of local directors and other local school representatives are used consistently in an advisory capacity in the development of policy and procedures. Teachers as specialists in their respective fields are drawn together for the purpose of the development of guidelines in the various curriculum areas. The "Guidelines for Vocational-Technical Programs" was developed by groups composed of local school representatives working with state staff. District reorganization itself evolved from the work of a Director's Association Committee over a period of six to eight years. In fact, the Basic Plan received the endorsement of the Director's Association on several occasions as early as 1960 before it became a legislative concern in 1965.

Community Orientation

Emphasizing the concepts of community orientation, local autonomy continues to be a basic goal. Through area redesign, the communities have been expanded to include the resources necessary to conduct a quality, comprehensive program. They are local in a larger sense than formerly, but remain the basic units in the administration of vocational, technical and adult education in Wisconsin.

Adhering to the same concepts of maximum local direction and leadership, the self-disciplining concept has been developed to give even greater emphasis to these concepts. Nonetheless, it spells a new and exciting change in relationships between the Wisconsin Board and the local district.

Role of State Staff

The demands of modern society on vocational, technical and adult education services have far exceeded the capability of the local school confined to its city limits in most of the state. One of the major functions of the professional

Part I

General Information

Philosophy and Objectives

The Wisconsin Schools of Vocational, Technical and Adult Education are organized and operated for the purpose of developing and maintaining such educational opportunities and services for young people and adults as to enable them to become occupationally competent, to better understand their responsibilities of citizenship, home and family life, to improve their health, and to help them appreciate those things which will enrich their lives.

Following are the basic concepts underlying Wisconsin vocational, technical and adult education:

1. Educational opportunity shall be provided for all the people:

   The people in a democracy, regardless of social or economic level, should have equal educational opportunities available to them.

2. Educational needs of people, as they continue throughout life, change and vary:

   As each person matures and meets the actual problems of his life, he acquires new needs and interests. As individual economic problems differ and as conditions and practices in industry change, the problems and responsibilities of intelligent citizenship also become increasingly difficult and involved.

3. Not all educational needs are met today by traditional school organization:

   Many of the basic educational needs of Wisconsin's citizens are being well met by the elementary and high schools, the colleges, and the universities of the state. There still remains the need for education to make a more skilled, confident, and purposeful citizenry. This need can and should be met by the Wisconsin Vocational, Technical and Adult Schools.

4. Education for productive work is one of the greatest needs:

   Education for life work, training that enables the individual to earn a living in a socially useful manner, is important to all people in Wisconsin. It is also basic to the total prosperity of the state. The good things in our lives today have been made possible by the work of men. Further productivity will depend upon wider knowledge and improved skills. The Wisconsin Vocational, Technical and Adult Schools stand ready to develop those skills, knowledges, and attitudes necessary in a rapidly changing society.

5. National strength and national defense are dependent upon the productive capacity of all the people:

   Nations today are not dependent for their protection upon military force

> alone. They are strong only to the extent that their people have resourcefulness, productive skill, and the common understandings that undergird their unity. The Wisconsin Vocational, Technical and Adult Schools can and do contribute to the productivity of the people and to the strength of the nation.

Although the basic philosophy remains about the same as times change, the programs and curriculums must be revised to meet changing needs of people, business and industry.

Roles of Schools of Vocational, Technical and Adult Education

The people of the State of Wisconsin, through legislation, have demanded certain education services. The Wisconsin and district boards of vocational, technical and adult education were established to administer those services. These boards, as creatures of the State, are instrumentalities of government and arms of the legislature. It devolves upon each, therefore, to fulfill the functions for which they were created. In other words, each board represents the service of the agency to its people in the entirety, irrespective of their size or capability. The challenge to district and state administration is to discover or develop the means whereby the legislative mandate may be fulfilled.

The temptation exists to fulfill those functions of particular interest or for which immediate resources are available rather than to acknowledge the full public responsibility. Some of our districts do not have the resources necessary for the comprehensive service. In order to fulfill the basic responsibilities, a pooling of resources is essential. Districts must be related in a manner which brings the comprehensive service to all of the people. This relationship must be such that the specific functions are accomplished by referral to or service from centers with the greater resource.

On the basis of these principles, the Wisconsin Board of Vocational, Technical and Adult Education has identified certain facts in regard to the nature of the service:

1. Comprehensive Center Offering Vocational, Technical and Adult Education

   This school has the responsibility to the District Board of Vocational, Technical and Adult Education for the full breadth of the functions and philosophies of the Wisconsin Board of Vocational, Technical and Adult Education. The functions must be maintained at a quality consistant with Wisconsin Board policies and the functions must be made available to all the people within the district. This would include supporting services to all aspects of the programs throughout the districts.

2. Comprehensive District

   Background

   Whereas the "Guidelines for Vocational-Technical Programs" perform a vital role in school and program development, in some cases they have failed to stimulate development beyond the minimum or to achieve quality in directions not anticipated or prescribed in the guidelines relating to reorganized districts. They become superflous to schools which by local policy exceed state minimums.

   The maximum application of our educational resources cannot be achieved unless maximum opportunity exists for their development and identification. This opportunity is enhanced through the diversified approach which is made possible in the Comprehensive District concept.

Legal Authority

The Board in its regular meeting on September 21, 1964, approved criteria for the designation of Self-Disciplining Centers which are relieved of formal program evaluations for the purpose of accreditation. However, program designation and development must be accomplished according to "procedures for new Technical Program approval". Minimum requirements include:

(1) Service in at least five major curriculum areas.

(2) At least five approved technical institute programs.

(3) At least 600 full-time enrollments in State designated Associate Degree and Diploma programs.

Control of these programs is maintained through supervision and aid policies.

A local district with an approved Comprehensive Center for Vocational, Technical and Adult Education may qualify as a Comprehensive District by demonstrating to the Wisconsin Board over a period of time a high level responsibility in the above and in the following respects:

A. Continuing self-evaluation procedures
B. Mechanisms for internal control
C. Mechanisms for community responsiveness
D. Area coordination staff
E. Comprehensive extended field services
F. Supporting personnel including research and planning
G. Tuition policies to assure transfer and referral as implements of the comprehensive service
H. Plan for district identity to counteract provincialism
I. Evidence for long range planning

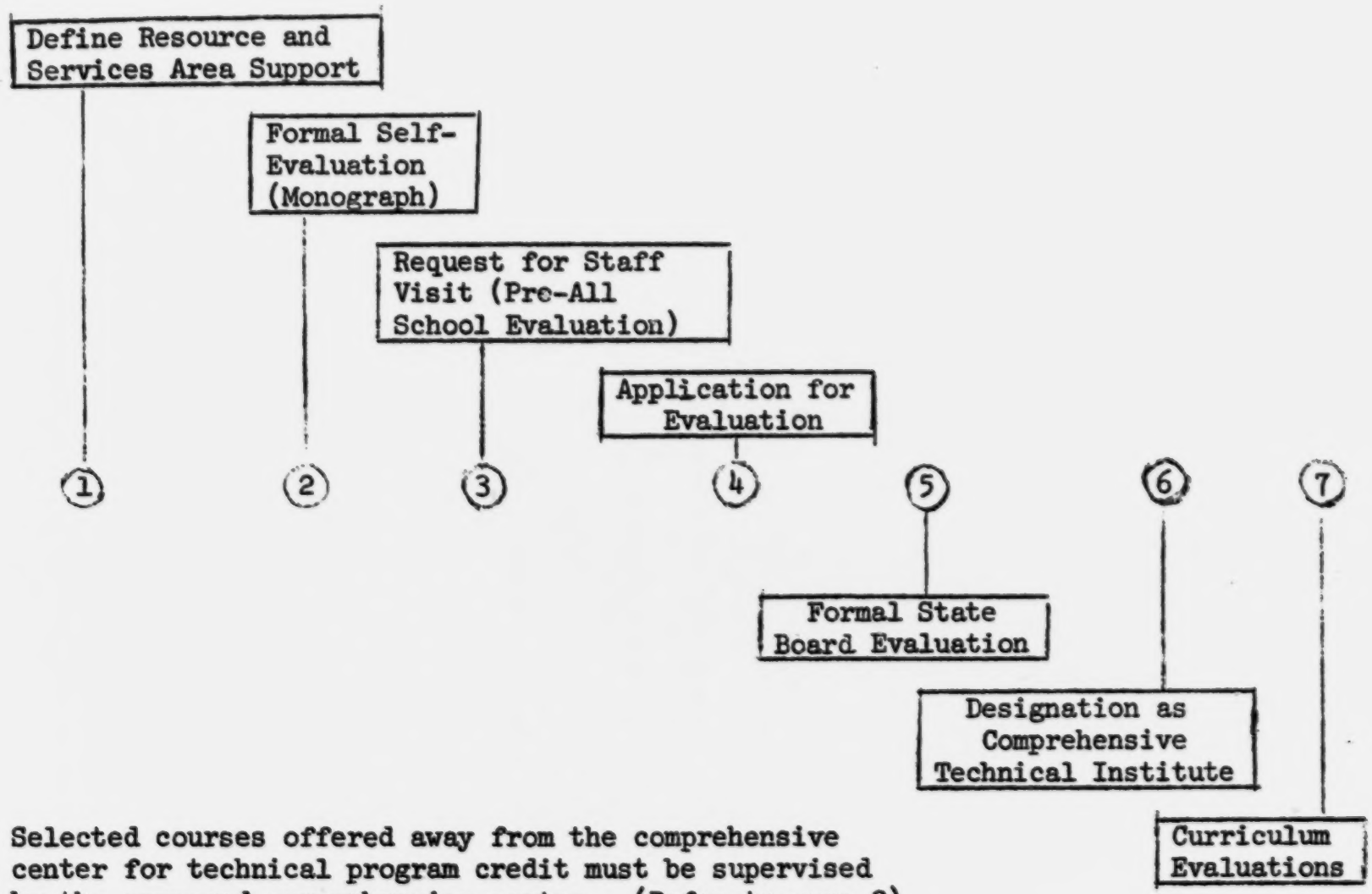
Districts having a Comprehensive Center meeting these criteria, which have maintained standards of quality as revealed in an all school review on the basis of Criteria of Comprehensive Districts and have been accepted for candidacy for membership in an approved accrediting association may be recommended to the Board for designation as a Comprehensive District..

3. Quality is Assured Through Cooperation with the Wisconsin Board

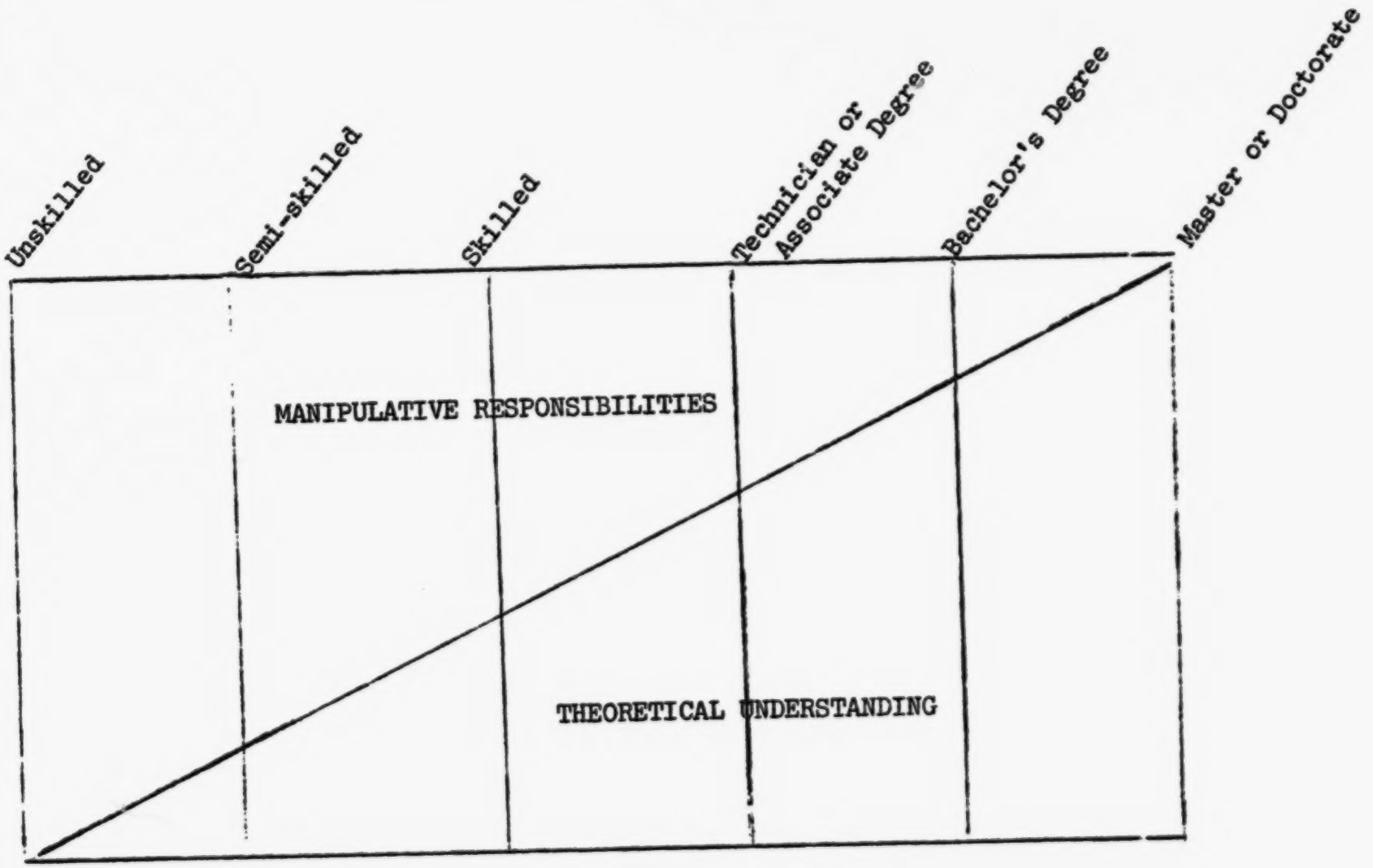
Evaluation of local programs is a continuous supervisory responsibility. Difficulties which may be identified in local operation may be handled through staff recommendations, referral for a team visit or an intensive task force review. The Wisconsin Board bears the responsibility of stewardship of state and federal funds and may withhold reimbursement in the fulfillment of that responsibility.

The Comprehensive District concept establishes the intensive review technique as a problem oriented procedure rather than a cyclic requirement.

The school is given this distinction on the basis of its sound operation, its capacity for self evaluation and its involvement in professional organizations concerned with quality education. These are partially defined by the criteria listed in paragraph two above. The necessity for this relationship is presented in the Preface of this document.



Selected courses offered away from the comprehensive center for technical program credit must be supervised by the approved comprehensive center. (Refer to page 3)



The relationship of the Manipulative Responsibilities and Theoretical Understanding characteristics in occupational responsibilities for job levels is identified in the above chart.

SUGGESTED CONSIDERATIONS FOR DETERMINING ADVANCED STANDING IN VOCATIONAL-TECHNICAL SCHOOLS

Advanced Standing - Student Accreditation

I. Student accreditation is the process of determining the amount of credit due toward completion of a vocational or technical program. Credit will be based on previous education and/or work experience. Maximum credit allowed for any course cannot exceed local credit standards for similar courses.

II. Procedures and Requirements

A. Applicants for advanced standing for credits earned in other educational institutions should be made to the accrediting committee. Credit granted for advanced standing should be temporary and subject to revision at the end of the first semester following enrollment of the student.

B. Students should be in residence at the school for one year to be eligible for graduation and degree honors.

C. The diploma awarded to graduates from accredited programs should not be presented unless the students have obtained satisfactory achievement in their major fields.

D. Accrediting Committee: The local accrediting committee for advanced standing should consist of three staff members who could be the Instructional Supervisor, Department Head, and one other person. Their findings to be submitted to the school director for approval.

E. The school evaluating advance standing reserves the right to determine questions of doubt on advanced standing by tests or examinations.

F. Grades of less than "C" should not be considered for credit evaluation.

G. The responsibility for evidence of credits earned at other educational institutions should rest upon the student.

PART II

PROCEDURES FOR

ASSOCIATE DEGREE

PROGRAM DEVELOPMENT & EVALUATION

Associate Degree

Since their inception in 1911, Wisconsin Schools of Vocational, Technical and Adult Education have followed the principles of responsive accommodation to changing educational needs and conditions.

They have successfully provided opportunity for youths to secure intensive, practical, skilled training which made it possible for those so trained to enter skilled and semi-skilled industrial and business occupations. These avenues of training have long been available to high school graduates and others who seek to prepare themselves for work. These schools appear to be adequately meeting the educational needs of youths desiring specific skill training leading to employment.

Search for more complete and broader patterns of training for high school graduates not planning to continue their academic training has indicated the need for a new approach to the problem. The training best meeting the needs of these graduates is termed technical education. "Technical" being the term used to describe a broad middle level of occupations such as - data processing, office services, electronics, mechanical design, automotive, medical, applied and graphic arts, fire science, law enforcement, food service, marketing, and others. Many of these occupations do not serve as a profession, but all have common educational requisites. These requisites being more rigorous and theoretical than that for vocational subjects and more specialized and applied than for the professional subjects.

The establishment of technical education departments in our schools appears to be the most logical solution to this need for broader and more complete patterns of training. The course offerings of these technical departments are so designated that more general subjects take an occupational significance in training youth to understand its place in our social, political and economic structure while technical subjects provide freedom to prepare for a job.

The function of these technical departments then, is to prepare young people to live in a world of new inventions and technical processes, to achieve greater success in the satisfaction of human wants, and to meet new demands for competence in citizenship and community living. These technical departments will, therefore, be charged with the task of assuring technical training with supporting general education. An adequate balance would be maintained between training leading to occupational competence and that which leads to a full appreciation of the responsibilities of citizenship and community living.

Recognition was given the technical program by State legislature with Bill No. 376, S. This bill, passed by both houses of the Wisconsin Legislature and signed into law by Governor Nelson on May 4, 1961, provides that graduates of the two-year technical programs be granted an Associate Degree.

Under State Law, Wisconsin Board of Vocational, Technical and Adult Education may authorize district boards of vocational, technical and adult education to grant associate degrees to students who successfully complete two full years of technical level instruction in courses the standards of which meet requirements established by the Board. The courses for which an associate degree is authorized must be in the field of study designated by the Board and be designed

to prepare the student for entrance into technical level occupations and shall be evaluated as such by committees appointed by the Board of Voational, Technical and Adult Education.

Criteria for Vocational-Technical; Associate Degree Programs

Criteria for technical program operation is needed to insure the fulfillment of the philosophy as stated by the Wisconsin Vocational, Technical and Adult Schools. The criteria needs to include an accepted system of granting credit, a balance between general education and occupationally oriented subjects, and an accrediting procedure. The criteria as follows should be used by the schools as a guide in the development of their new programs, so they will fulfill the requirements for granting an associate degree.

The minimum technical education which will be accredited to offer the associate degree in Wisconsin will be 64 semester hours as defined in the Wisconsin Board's minimum standards with no fewer than 30 semester hours dealing with the major field of instruction. The basic technical program curriculum in the Trade and Industrial technologies is adopted from the report of the American Society of Engineering Education Study Committee characteristics of excellence in technical education programs. It suggests a program of 72 semester hours, 33 of which are in the major field.

The Semester Hour Credit is described as follows:

The generally accepted system is to grant one credit for three hours of study per week, whether in classroom, laboratory, assigned outside study, or any combination thereof. An academic hour is usually defined as a 50-minute class period. Thus, one credit is equivalent to one hour of classroom lecture or recitation per week plus approximately two hours of assigned outside study. Alternatively, one credit is normally granted for approximately two hours of laboratory work per week plus one hour of assigned outside study, or three hours of laboratory work per week with no assigned outside study.

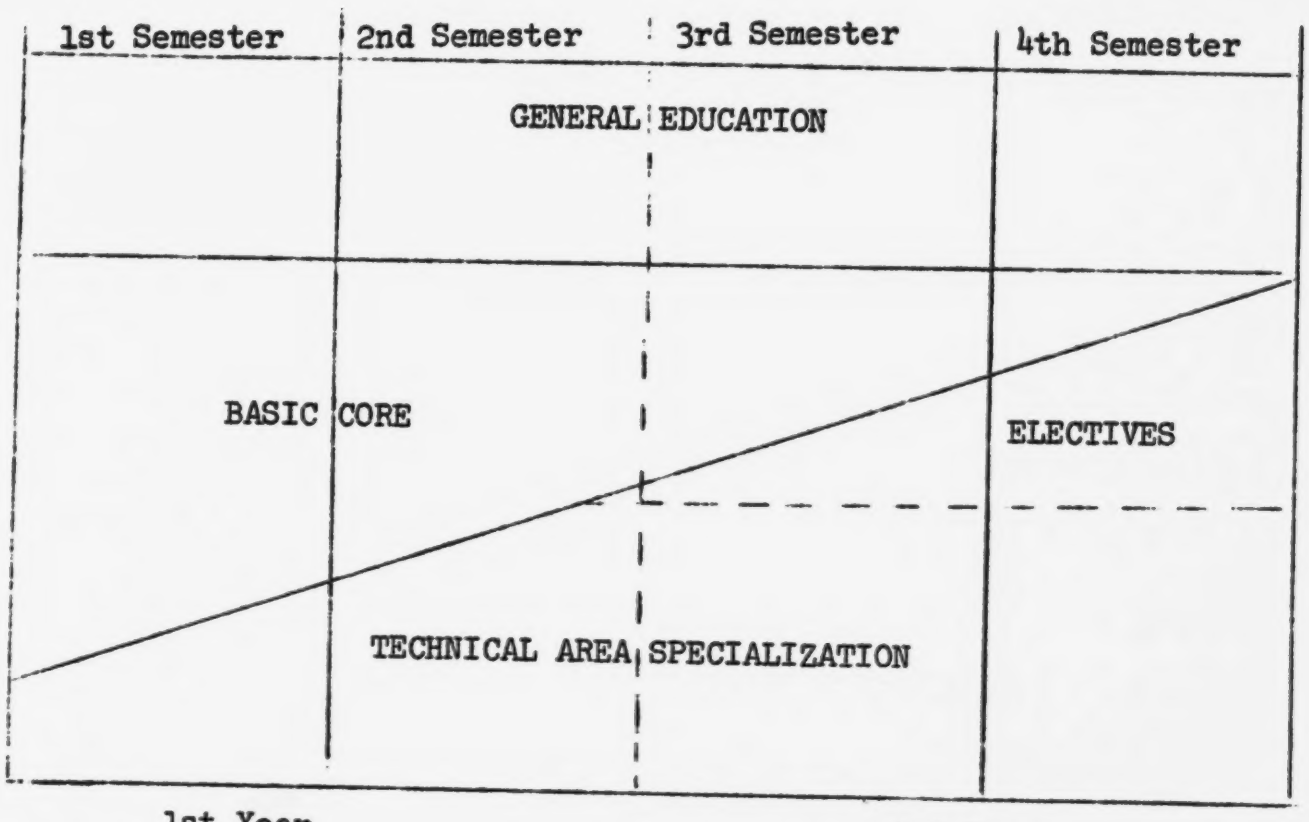
If one credit is granted for a period of from 16 to 18 weeks it is normally called a semester credit. If one credit is granted for an academic quarter of 11 to 13 weeks, it is normally called a quarter credit. Usually a quarter credit is considered to be two-thirds of a semester credit.

	Lecture	Laboratory	Shop	Outside	Credit
Base	1	0	0	2	1
Base	0	2	0	1	1
Base	0	3	0	0	1
Communication Skills	3	0	0	6	3
Typing	2	3	0	4	3
Descriptive Geometry	1	4	0	4	3
Accounting	3	2	0	7	4
Mechanical Servicing-Automotive	1	0	9	2	4

A student would be considered full-time if he is enrolled for 12 or more credits per semester.

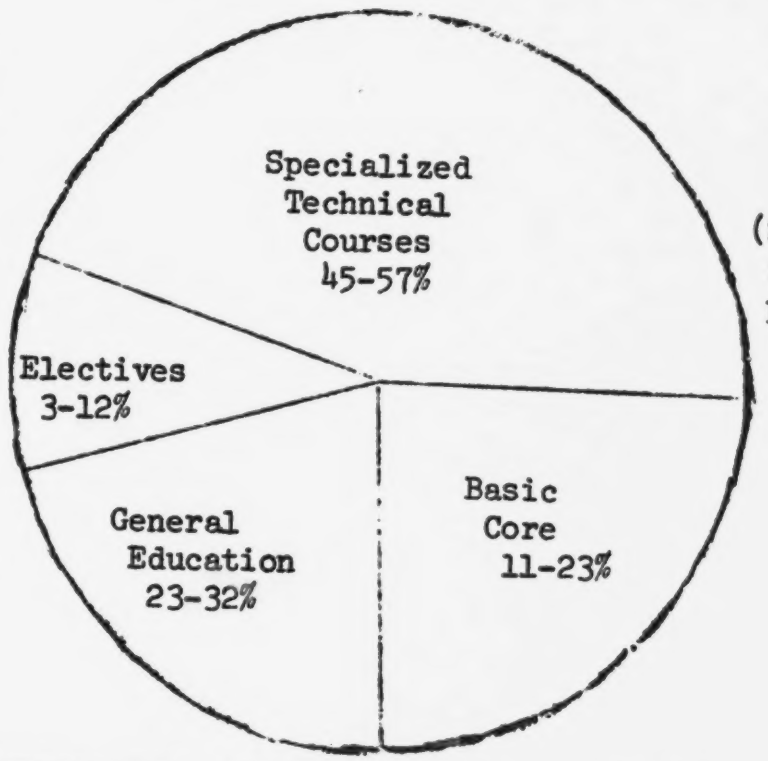
Technical Education Two-Year Associate Degree

Subject Matter Emphasis by Semester



Technical Education Two-Year Associate Degree

Curriculum Suggestions on a 64 Credit Hour Basis



(See curriculum standards for associate degree programs)

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
C. L. Greiber, State Director
137 East Wilson Street - Madison, Wisconsin 53703

Curriculum For Associate Degree Programs

General Education Block	
Communication Skills	6
American Institutions	3
Psychology of Human Relations	3
Economics	3
General Education Electives	6
Orientation	0
	15 - 21
Basic Core	
A. Industrial, Service, and Engineering Technologies	
*Mathematics	9
Physical Science	6
	15
B. Business Administration	
Accounting I	4
Business Mathematics	3
	7
C. Agriculture	
*Conservation Horticulture Food Process	15
Agri-Business	15
Technical Core	
Industrial Engineering Technologies	32 - 36
Business Administration	36
Elective Courses	
Industrial Engineering Technology	2 - 6
Business Administration	3 - 8
MINIMUM	64

* 4 credits not required for non-mathematics oriented technologies.

A student would be considered full-time if he is enrolled for 12 or more credits per semester.

Plans and Policies for Accrediting Technical Institute Programs

Accrediting

I. Introduction.

A. DEFINITION. An accredited associate degree program on the "Technical Institute" level is one which has met the standards established by the Wisconsin Board of Vocational, Technical and Adult Education.

B. ACCREDITING BODY. The Wisconsin Board of Vocational, Technical and Adult Education shall be the accrediting agency for technical institute programs.

C. PURPOSE OF ACCREDITING PROGRAMS IN TECHNICAL EDUCATION.

1. To assure the people of Wisconsin that standards adequate to achieve a suitable technical education have been established by a legally constituted state administrative agency.

2. To encourage the creation and development of educational facilities suitable to the needs of a modern technical economy.

3. To encourage legally created educational instrumentalities of Wisconsin with present authority to provide technical training services, to actually do so.

D. POLICIES FOR ACCREDITING PROGRAMS IN THE TECHNICAL INSTITUTE PROGRAM. The Board will use such assistance as is deemed necessary in determining a local program's fitness for accreditation as a technical institute program. Such assistance may be committees made up of business industry leaders, local directors of vocational education and state staff members.

Procedure for New Technical Program Approval
(2 Year Associate Degree)

1. The school will indicate by letter and Wisconsin Board of Vocational, Technical and Adult Education Form No. VE-AD 132 to the State Director their interest in establishing a new program.

2. The request upon call by the State Director will be reviewed with the Technical Education Committee of the Director's Association which has the responsibility of advising the Board on full-time vocational-technical programs.

3. The school will be notified by letter from the State Director to prepare a proposal for presentation to the Board. The proposal will include:

   I. Philosophy of School

   II. Need - Purpose

      A. Occupational Survey - Local, State, National
      B. Population Support

         1. Location and size of population served
         2. Population use of program
         3. Testimonials

   III. Foundation for Program

      A. Present Programs
      B. Facilities
      C. Staff
      D. Advisory Committee and its Function

   IV. Curriculum Course Description

      A. First Year Courses Including Basic Core
      B. Second Year Courses Including Basic Core

   V. Students

      A. Admission
      B. Facilities
      C. Activities

   VI. Additional Requirements to Implement the Program

      A. Staff
      B. Facilities
      C. Funds

   VII. Service

      A. Number in Program
      B. Projected Graduates

VIII. Projections & Conclusions

A. Starting Date
B. Additional Supporting Materials

4. A committee composed of Board Staff will review each proposal. Suggestions will be made by the committee for corrections, additions and deletions if needed.

5. After satisfactory completion of the proposal, the State Director will consider the proposal for designation.

6. The State Director will submit the program designation to the Board for approval. The Board in turn will submit the program to the Coordinating Committee for Higher Education for approval.

7. The School will be notified by letter from the State Director that they have been designated to start the program.

8. The school will be responsible to initiate and conduct the program.

9. The program can be evaluated in the second year of operation and permission to award the Associate Degree can be granted with Board approval.

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin 53703

Indication of Interest

This form is an indication of interest in the development of a new program and does not replace a program proposal. The information need not be in detail, but should be a brief, realistic appraisal of the program.

District: _____ School: _____

Type of Program: Associate Degree ☐ Diploma 1-Year ☐ 2-Year ☐

Program Title: _____

Program Objectives: _____

_____

_____

Reason for Interest: _____

_____

_____

Allied Programs Presently Offered: _____

_____

_____

Projected Student Enrollment: _____

Core and Related Staff Needs:

Presently Employed _____

Projected _____

Facility Needs:

Present _____

Projected _____

Funds Available for Program Development: _____

_____

_____

_____

Form No. VE-AD 132

REQUEST FOR PROGRAM APPROVAL
for
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
and
COORDINATING COMMITTEE FOR HIGHER EDUCATION

District: _____ School: _____

Program: _____

Purpose or Objective: _____

_____

_____

_____

_____

_____

Support: _____

_____

_____

_____

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_____

Curriculum: _____

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_____

_____

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Other: _____

_____

_____

_____

Program Evaluation Procedures

Under State law, the Wisconsin Board of Vocational, Technical and Adult Education may authorize district boards of vocational, technical and adult education to grant associate degrees to students who successfully complete two full years of technical level instruction in courses, the standards of which meet requirements established by the Board. The courses for which an associate degree is authorized must be in the field of study designated and be designed to prepare the student for entrance into technical level occupations and shall be evaluated as such by committee appointed by the Wisconsin Board of Vocational, Technical and Adult Education.

The school also has a responsibility to the evaluation committee, in that certain materials pertaining to the program must be prepared and accommodations must be provided for the committee during their visit at the school's expense. The main piece of material the school must prepare for the committee is the self-study monograph of the program. This is to provide the school with an evaluation by their own staff and local committee, plus present the committee with an instrument to use as a guide to the instructional units, administrative procedures, facilities, and staff that are involved in the program.

Contents of

Technical Program Self Study Monograph

I. INTRODUCTION

A. Title Page
B. Foreward
C. Table of Contents
D. Philosophy of the School
E. Need for the Program
F. Purpose of the Program

II. PROGRAM

A. Curriculum
B. Course Outlines

1. Course Title
2. Course Number
3. Classroom Hours
4. Course Credits
5. Course Description
6. Course Objectives
7. Course Outline
8. Textbook Required

a. Title
b. Author
c. Publisher
d. Copyright Date

9. Reference Texts and Resource Materials Used
10. Student Supplies and Tools Required

III. PHYSICAL FACILITIES AND EQUIPMENT

A. Offices

1. Supervisor
2. Instructors

B. Program-Classrooms

1. Major Class Instructional Room (s)
2. Major Class Laboratory (s)
3. Other Classrooms-Laboratories-Shops

IV. SUPERVISION AND ADMINISTRATION OF THE PROGRAM

A. Supervisors Background

1. Educational Background
2. Supervisory Experience

3. Instructional Experience
4. Practical Work Experience
5. Civic and Professional Affiliations

B. Administrative Duties

1. Technical Program
2. Vocational Program
3. Teacher Supervision (Training)
4. Other Assignments

V. INSTRUCTIONAL PERSONNEL

A. Instructor Qualifications

1. Area of Instruction
2. Educational Background
3. Institutional Experience
4. Practical Work Experience
5. Civic and Professional Affiliations

B. Teaching Assignment Schedule

C. Other School Responsibilities

VI. PROGRAM ADVISORY COMMITTEE

A. Purpose
B. Members and Descriptions of Area of Representation
C. Meeting Place and Time
D. Minutes of Last Years Meetings

VII. STUDENTS

A. Student Services
B. Student Activities

VIII. SCHEDULES-PROGRAM

A. Present School Year
B. Previous School Year
C. Next School Year (Tentative)

IX. PLANS FOR FUTURE PROGRAM DEVELOPMENT

A. Technical Courses
B. Vocational Short Unit Day and Evening Classes

MONOGRAPH

TEACHER AND/OR SUPERVISOR

CERTIFICATION FORM

Name: Position:

I. Education:

1. B.A._____ B.S._____ School_____

Major_____ Minors_____

2. Master's Degree_____ Major_____

3. Additional Education:_____

4. Special Institutes:

II. Occupational Experience:

Specific Occupational Area	Employer	Inclusive Dates

III. Teaching and/or Supervisory Experience:

Name and Location of School	Assignment	Inclusive Dates

IV. Certification Status

A. Provisional Certificate

1. As a teacher or supervisor_____

2. Date of Expiration:_____

B. Standard Certificate

1. As a teacher or supervisor_____

2. Date of issuance:_____

V. Present assignment:

Course Title	Course Number	State Code

VI. Professional and civic affiliations:

Procedures for Formulating Technical Program Evaluation Committees

The Board will use such assistance as is deemed necessary in accrediting a local program. Such assistance may be committees made up of local directors, local department heads of business and industrial management, and employees, or any combination of these groups as the situation demands.

Committees developed to evaluate technical institute programs will be considered ad hoc advisory committees to the Wisconsin Board of Vocational, Technical and Adult Education. The appointment of committee members will be by the Board according to the following procedures:

1. Correspondence will be directed to the executive officer of groups, institutions, agencies, or organizations being considered for representation on the committee.

2. Individuals will be selected from among persons nominated.

3. Balance will be sought between employee and employer representation with representatives also from the Director's Association, local schools, teacher training institutes, state staff and such other representation as is considered desirable by the State Board.

4. Information including state standards, agenda, self-evaluation reports and other literature pertaining to the program will be provided by the state staff assigned and by the local school prior to the scheduled evaluation.

5. Under no circumstances are persons to be recommended for committee membership who have been employed by the school or from the local service area of the school.

State staff assigned to committee organization will inform personnel of committee organization and industries represented. Contacts are the responsibility and prerogative of the Wisconsin Board of Vocational, Technical and Adult Education and will be made through channels of the Board.

Evaluation Committee Arrangements
School's Responsibility

I. List of evaluation team members will be sent to school approximately one month prior to evaluation.

II. A. School should send letters immediately thereafter to each person stating what housing arrangements are being made.

B. A statement of appreciation is proper at this time.

C. If possible, a monograph should be sent. It should be sent to committee members at least two weeks prior to evaluation.

III. A. Arrangements should be made by the district school with place of lodging for the evaluation team so that the team can charge their meals and lodging to the school.

B. Expense forms for travel and allied expenses for evaluation team should be given to state staff prior to orientation meeting.

IV. A conference room should be provided for the evaluation team during the evaluation.

V. Directors and department heads' presentations should be approximately 10 minutes each. Questions should be kept at a minimum by the committee at this time, as there will be sufficient time for consultation and questions during the evaluation.

VI. 9:00 a.m. - Tour of Facilities. Only those areas of the school involved in the program evaluation should be toured.

VII. Luncheons should be arranged so that a minimum of time be allowed and thus not interfere with the evaluation time schedule.

VIII. Evening dinner (optional). Members of the district board, advisory committee, departmental supervisor, and the staff may be invited to attend.
Short program (optional). - Chairmen State Staff Consultant.
*A. Introduction of persons attending.
+B. Remarks by Director on School's desire to provide technical training (specifically this program).
+C. Remarks by State Staff members on evaluation procedure.
+D. Remarks by district Board member or Advisory Committee on the evaluation and their involvement.
+E. Question period - Concluded by state staff person.

NOTE: Evaluation report will not be available until it is in final form and has been approved by the Board of Vocational, Technical and Adult Education.

*Before dinner
+After dinner--each section six minutes or less.

PROGRAM EVALUATION SCHEDULE

FIRST EVENING

8:00 - 9:30 p.m. (MEETING ROOM IN HOTEL-MOTEL OF RESIDENCE OF TEAM)

A. Orientation to Technical Education
B. Procedures of Evaluation
   1. Steps Leading to Program Evaluation
   2. Committee Organization
   3. Evaluation Instruments
   4. Time Schedule

C. Recorder - State Staff Consultant
D. Expense - How Reimbursed
E. Identify Chairman
F. Sub-Committee Formation
G. Sub-Committee Orientation

SECOND DAY

8:30 - 9:30 a.m. Local School - Presentation

A. Philosophy of School
B. Need for the Program
C. Development of Program
D. Tour of Facilities

9:30 - 11:45 a.m. Sub-Committee Evaluate Their Respective Areas

11:45 - 1:00 p.m. Luncheon

1:00 - 4:00 p.m. Continue Study of Areas and Visit Classes

4:00 p.m. Committee of Whole - Announcements

6:00 p.m. Dinner

8:00 p.m. Sub-Committees' Review of Materials

THIRD DAY

8:30 a.m. Sub-Committees Evaluate Their Respective Areas

9:30 - 10:00 a.m. Sub-Committee Meetings

10:00 - 10:15 a.m. Local Publicity (Reporter, etc.)

10:15 - 11:45 a.m. Sub-Committee Reports to Committee as a Whole

11:45 a.m. Preliminary Report to the Director

12:00 Noon Luncheon

Adjournment

EVALUATION PROCEDURES

Committee Instructions

COMMITTEE: FRAME OF REFERENCE

Standards vs. Self-Evaluation Report

Are the objectives adequate? Is the philosophy appropriate? Are the minimum standards met in spirit and intent, including scheduling and staff?

Self-Evaluation Report vs. Instruction

Is the program fulfilling its stated objectives? Is the content of the report found in the classroom as a part of organized instruction? How closely is the scope and sequence of the report fulfilled in the student-teacher relationship?

Self-Evaluation Report vs. Facilities and Equipment

Are facilities and equipment adequate to carry out the curriculum objectives as set forth in the self-evaluation report?

COMMITTEE: LEVELS OF REACTION

1. Commendation:

   This reaction is equally important in providing direction to the school. Aspects of the program which are especially effective or well done should be acknowledged by a statement of commendation in the official report.

2. Suggestion:

   This is a reaction without prejudice which does not affect approval of the program. It is an idea, observation, or comment which may be useful to the school in program development, improvement, or in administration. It is considered important by the committee but is left to the discretion of the school.

3. Recommendation:

   Reactions of this level permit tentative approval. Reasonable progress must be shown in subsequent re-evaluations. Matters of condition which involve hardships in point of time or budget may be declared recommendations with or without specified time limits. These become charges to the re-evaluation committee.

4. Condition of Approval:

   Approval of a program is withheld until this type of stipulation is fully satisfied. The report with a recommendation may be submitted to the Wisconsin Board of Vocational, Technical and Adult Education after conditions have been satisfied by the school. In cases involving district policy or commitments in staff, finance, or facility, formal actions of the district board should be expressed in writing to the State Director.

Program Evaluation

Sub-Committee Assignments

The evaluation committee during their orientation meeting may be divided into three sub-committees. Each sub-committee will be responsible for a definite part of the evaluation. The assignments indicated below refer to the various parts of the evaluation instrument.

Committee A - I, VI, VII, VIII

I. Supervision and administration of program

VI. Student Services
- A. Selection
- B. Guidance and Counseling
- C. Placement
- D. Extra curricular

VII. Program advisory committee

VIII. Plans for future program development

Committee B - II, III, IV

II. Instructional Personnel
- A. Qualifications
- B. Teaching load
- C. Instruction
- D. Professional activities

III. Physical facilities - program

IV. Library

Committee C - V

V. Curriculum
- A. Objectives and purposes of program
- B. Need for program
- C. Compliance with minimum state standard for program
  1. Curriculum
  2. Course outlines - instructional aids
  3. Instruction
- D. Instructional Personnel
  1. Qualifications
  2. Teaching load schedule
  3. Instruction
  4. Professional activities

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin 53703

CHECK LIST FOR PROGRAM EVALUATIONS

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
I. Supervision & Administration of the Program					
A. Is authority delegated to the department so that their responsibilities may be discharged effectively?	Lines of authority must be clearly established.				
B. Is communication sustained on a professional level from director to those involved in this program?	What formal communication procedures exist? Committees, organizations, conference procedures, written communications, etc.				
C. Is supervision and administration of the program being maintained?	What is the relationship of the program to total school operation? Are leadership roles properly filled? What contribution is being made by supervision and administration to the success of the program?				
D. Does separation exist between compulsory, vocational and technical courses; between beginning and advanced technical courses; and between subject titles of the curriculum?	Are enrollment, staff and space sufficient to schedule all necessary levels and objectives in the program?				
E. On what basis has the need for this program been determined?	What studies have been made? What follow-up information is available?				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccepted 2 1	Findings and Stipulations
F. Are department heads properly qualified? 1. Industrial or business experience. 2. Educational background. 3. Professional growth activities.	What are the strengths? In what responsibilities does he need development?				
G. Is the supervisory staff adequate? Is it properly specialized in terms of assignment? Are activities as described appropriate?					
Department Personnel					
A. Are teachers employed and assigned to instruction that falls within their professional education major?	Teachers should be employed in their specialty.				
B. Are teacher loads adjusted equitably and at levels which allow for preparation and curriculum development?					
C. Do teachers participate in professional growth activities? 1. In-service teacher training. 2. National, State and privately sponsored institutes in specific areas.	The professional growth record for each teacher should be available. A School policy should exist which encourages professional growth with cyclic requirements and salary benefits.				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccptd. 2 1	Findings and Stipulations
3. Extension or resident college classes. 4. Professional membership and participation.					
D. Are teachers in this program properly qualified?	Technical instructors, day or evening, must meet state standards for full-time programs in technical education.				
1. Education 2. Employment experience 3. Teaching experience 4. Certification status	A statement from the state supervisor of certification on each instructor giving his certification status is desirable.				
III. Facilities--Are They Adequate?					
A. Available classrooms	At least one lecture classroom devoted to the program major. Classrooms for related and academic subjects scheduled appropriately for this program.				
B. Laboratories and equipment for this program 1. Appropriate testing laboratories 2. Do the laboratories provide opportunity for student participation? 3. Is equipment up-to-date from the standpoint of current business and industrial practices? 4. Is safety prominent in the design and operation of classrooms,	Basic Laboratories-These laboratories deal with the general education and basic technical core subjects. They should be so designed and equipped to provide the student and instructor an environment that is compatible to current standards for efficient learning. Specialized Laboratories-These laboratories should be designed and equipped to provide an optimum learning environment for the technical area of specialization. The equipment selection should reflect current business and industrial				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccptd. 2 1	Findings and Stipulations
shops and laboratories?	practices. The design of the laboratories should encourage student participation in the learning process.				
5. Does the school have a planned equipment replacement program? What percent per year?					
6. Is audio-visual equipment adequate?					
a. Overhead projectors-transparencies.					
b. Teaching machines.					
c. Closed circuit television					
d. Models, mock-ups, cutaways, etc.					
e. Filmstrip projector					
f. Movie film projector					
IV. Library	(20,000 volumes/1,000 students)				
A. Is the program served by a central library?	Departmental reference shelves should contain texts and references in adequate number and variety for immediate needs of a quality program. A good number of texts and references should also be available in the central library in addition to the greater variety of general and related works.				
B. What use is made of public libraries?					
C. Are specialized departmental references adequate?					
D. What provision is made for library development concerning this program?	A functioning program of library improvement should exist.				
E. Are professional and technical periodicals appropriate and of good variety?	Properly qualified personnel should direct the library function including the classification and accounting of <u>departmental books</u>.				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccptd. 2 1	Findings and Stipulations
F. What methods are used to check frequency of library usage by students in this program?	Evaluation, registrations returned to instructors, etc.				
V. Curriculum					
A. Does the curriculum as presented by the school meet the requirements of the State minimum programs standards?	A qualified person should have responsibility for coordination of curriculum development. A staff person within the program major should also be assigned chief curriculum responsibility.				
B. Do courses provide for up-to-date content above and beyond State standards?					
C. What is the status of teaching aids? 1. Lesson plans 2. Assignment sheets 3. Information sheets 4. Activity sheets 5. Evaluation (Testing) 6. Texts, references, workbooks, and resource materials and people 7. Modern instructional media	The instructional staff should provide for review samples of their instructional materials. These materials should show instructional units in a progressive learning sequence. They should also reflect good organiation as well as depth of preparation in the subject area beyond topical outlines.				
D. Is there an organized program of curriculum research and development?					

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unacceptd. 2 1	Findings and Stipulations
VI. Student Services for the Program					
A. What provisions are made for obtaining information about students?	1. Records from previous school 2. Admission testing program 3. Personal data questionnaire 4. Individual interviews 5. Periodic ratings by teachers 6. Conferences with teachers				
B. What provisions are made for the maintenance and use of the information about students?	1. Forms that provide accurate recording of data 2. An accessible individual cumulative file 3. The duplication, safe storage, and organization of records 4. The accumulation of test data for the development of local norms 5. Utilization of various available state forms				
C. Does the present counselor/student ratio provide adequate guidance services?	1. Each full-time student should be counseled at least once a year excluding intake or pre-enrollment counseling. 2. Whenever possible administrative procedures should require all dropouts to be counseled prior to leaving school. 3. Yearly research in the form of follow-up studies should be made of graduates and dropouts. 4. Selection and placement of students in appropriate curricula is accomplished. 5. Occupational, educational and vocational information is disseminated to individuals and groups.				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccptd. 2 1	Findings and Stipulations
	6. The drop-out rate is reasonable and is constantly being studied with alternate educational opportunities provided for those not capable of completing the program.				
D. Are student services facilities adequate to provide quality guidance services?	1. Lighting comfort, attractiveness, and accessable to students 2. Privacy 3. Storage of information, supplies, etc. 4. Secretarial help 5. Adequate administrative forms to implement the program				
E. Is placement of graduates a student services responsibility and is it coordinated?	1. Utilization of local Wisconsin State Employment Service offices 2. Utilization of various school coordinators 3. Do second year enrollments indicate sound operation and good holding power 4. Other agencies				
F. Is the student services office responsible for other ancillary services? 1. Housing 2. Health 3. Various loans and scholarships and work-study programs 4. Extra-curricular activities	The student housing facilities should be checked by school personnel. What arrangements have been made for periodical health care of the students.				

Item	Criteria or Essential Points	Superior 6 5	Accepted 4 3	Unaccptd. 2 1	Findings and Stipulations
VII. Advisory Committees					
A. Are advisory committees for this program properly constituted and active?					
B. Meetings per year	Review committee minutes. (Suggest minimum number of meetings- 1 per year)				
VIII. What are the plans for future development?					
A. Program					
B. Campus					
C. Personnel					

Note: Suggestions for committee organization:
The evaluating team may work in sub-committees.
These could be as follows:

Committee A	Committee B	Committee C
Units I, VI, VII, VIII	Units II, III, IV	Unit V

Part III

PROCEDURES FOR

DIPLOMA

PROGRAM DEVELOPMENT

ONE AND TWO YEAR PROGRAMS

Diploma Programs

Since the system was begun in 1911, Wisconsin vocational-technical schools have based their planning on the recognition that our state, lacking raw materials which can be worked with unskilled labor, must depend on industries and businesses which employ highly skilled manpower. This basic reliance on highly developed skills is even more true in the 1960's than it was a half-century ago. Other states can depend to a larger extent upon the unskilled worker; Wisconsin's prosperity, and the happiness of its citizens, must be built essentially on highly developed craft and technical skills.

The role of the vocational, technical and adult education system, then, has been and continues to be to supply the state with well-qualified people whose training is at less than the baccalaureate level.

In fulfilling this role it is immediately apparent that the basic objective must be occupational training. However, it became very clear almost at the outset of developing occupational training that the system must also offer opportunity for the student to understand health and safety, the responsibilities of citizenship, and an appreciation of those things which enrich life and make it more satisfying. Without these subsidiary objectives, the student could not become completely and satisfactorily occupationally competent.

We live in an age of rapid change. Just as we recognize that as people age and mature their interests and educational needs change; so too we must recognize that the state's business and industry complex has changed, and will continue to change in the future. Automation, the computer, changes in transportation and communications, the development of new tools and processes, and the creation of new businesses and skills. These changes produce both added employment opportunities for those with the new skills needed; and also unemployment of those without skills for whom the job market has narrowed, and underemployment for those whose skills have not kept up with industrial progress.

Thus, these changes become a clear mandate to the vocational-technical system to provide training to provide people with the skills they need in a changing economy, or as they undergo personal change.

If this challenge of change is to be accepted by the schools, it follows that we must be able to identify the routes educators must take to develop the kinds of programs which will best serve new needs. The purpose of these guidelines is to assist educators and interested persons in industry, business and labor to define the types and levels of training which must be offered if the state and its citizens are to be prosperous and happy.

Without training matched to the times, business and industrial innovations can become a burden to society through spreading of unemployment; instead of a blessing due to increasing opportunity. Improved planning and efforts are necessary if we are to assure that men, women, and young people in the state will be trained both in needed specialties as well as in broad based programs which will give them ability to meet change. It is a basic policy of the Board of Vocational, Technical and Adult Education to identify both statewide and local needs through constant cooperation with advisory committees in every field who can keep the educators abreast of state and local changes in business and labor needs.

In addition to meeting needs from a business and industry point of view, basic Board policy recognizes the need to meet the student where he is in terms of education and ability. Thus, the philosophy of "what do you need, what time do you have"? remains basic throughout the system. That is, the schools must be firmly committed to the effort to provide instruction at the level, rate, and amount which matches the students' ability to learn. There must be a clear understanding of the types of instruction which are currently, and will be in the future, offered in the schools. On the one hand, there are the one and two year diploma programs, in which preparatory skills for a craft or other occupation is taught. Contrasted to these programs are the programs, often leading to the associate degree, in which less emphasis is placed on manipulative skill, but more emphasis is placed on theoretical concepts and practices. Often, these programs are oriented toward technician and mid-management levels in business and industry. Either type of program, but particularly the diploma programs, may lead to apprenticeship.

At all levels, two concepts must be kept in mind--the need for meeting state and local employment needs on the one hand; and the need to meet the individual student's needs on the other. Using these concepts as guides, programming in Wisconsin Schools of Vocational, Technical and Adult Education can continue to be developed on an effective, high quality basis.

Criteria for Vocational-Technical: Diploma Program

The minimum requirements of state oriented vocational-technical diploma programs are based on entry or job advancement standards and curriculum balance.

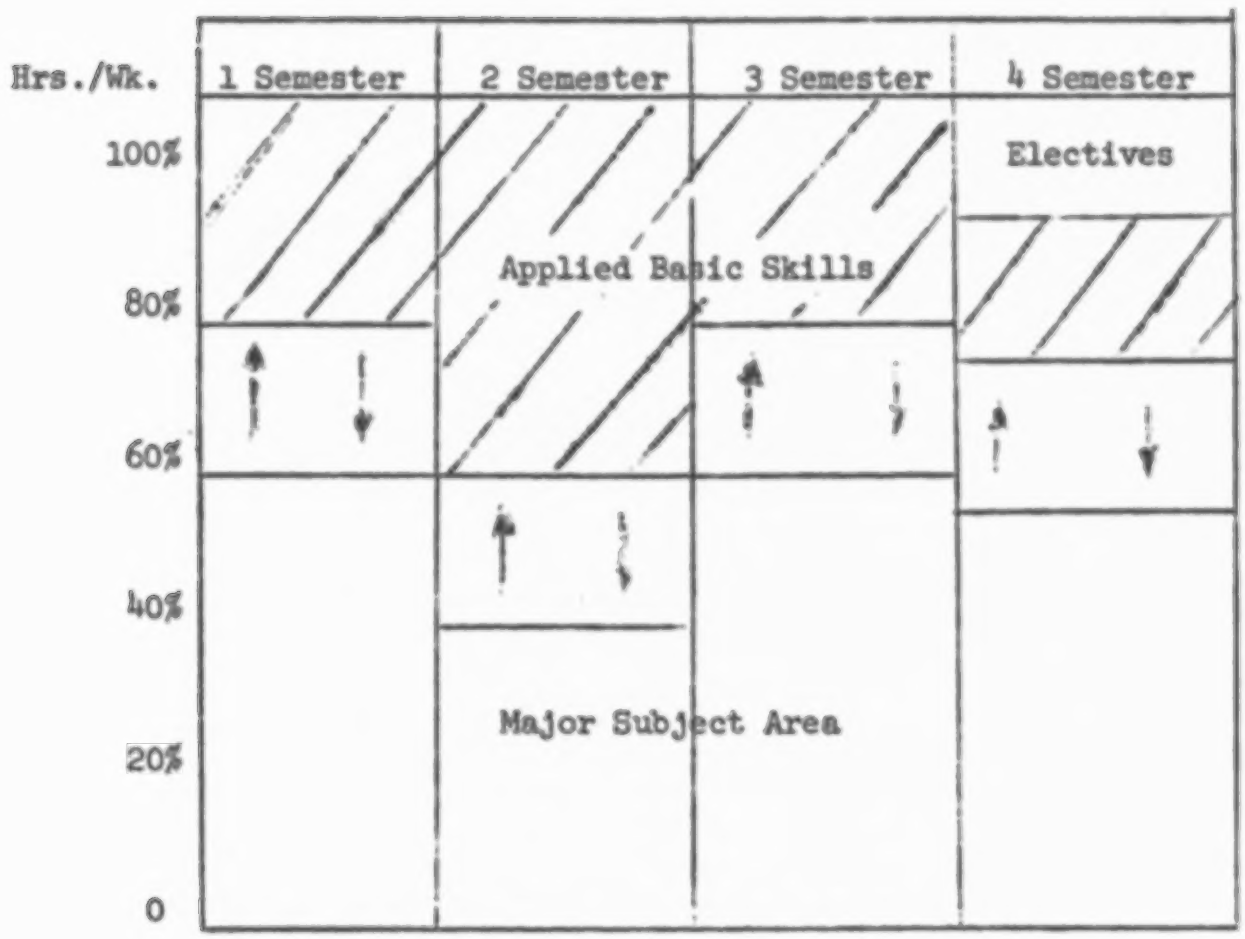
Schools desiring to offer a state oriented vocational-technical diploma program must adhere to "procedures for new vocational-technical diploma program approval".

The Wisconsin Board of Vocational, Technical and Adult Education will review all schools requests for vocational-technical diploma curriculum offerings that fall within the responsibility assigned the Board. To perform this review, the Board will utilize the counsel of state and local advisory committees, Wisconsin State Employment Service, teacher and/or supervisor curriculum committees, National and State agencies, as well as organization publications.

The amount of emphasis per week on applied basic skills, major subject, and electives will vary from semester to semester, depending on the length and types of programs. The chart on page 39 is an example of the emphasis of the above mentioned areas of instruction.

Vocational Education - Diploma Program
(1 semester - 2 year)

Subject Emphasis by Semester
(Example)



Percentage based on a representative advisory committee recommendation.

	1 Semester	1 year	1 1/2 years	2 years
Major Subject Area	60%-80%	40%-60%	60%-80%	55%-75%
Applied Basic Skills	20%-40%	40%-60%	20%-40%	15%-35%
Electives	0	0	0	10%

Curriculum for Vocational-Technical Programs

One-Two Year Diploma
(Example)

Major Subject Area	60%-80%	40%-60%	60%-80%	55%-75%
General Education: Applied	1 Semester	1 Year	1-1/2 Year	2 Years
Basic Skills in -	20%-40%	40%-60%	20%-40%	15%-35%
Applied Communications				
Applied Job Relations				
Applied Economics				
Applied Mathematics				
Applied Science				
Elective	0%	0%	0%	10%

Procedures for New Full-Time Vocational-Technical: Diploma Program Approval

1. The school will indicate by letter and Wisconsin Board of Vocational, Technical and Adult Education Form No. VE-AD 132 to the State Director their interest in establishing a new program.

2. The request upon call by the State Director will be reviewed with the Technical Education Committee of the Director's Association which has the responsibility of advising the Board on Full-time vocational-technical programs.

3. The school will be notified by letter from the State Director to prepare a proposal for presentation to the Board. The proposal will include:

   I. Philosophy of School

   II. Need - Purpose

      A. Occupational Survey - Local, State, National
      B. Population Support

         1. Location and size of population served
         2. Population use of program
         3. Testimonials

   III. Foundation for Program

      A. Present Programs
      B. Facilities
      C. Staff
      D. Advisory Committee and its Function

   IV. Curriculum Course Description

      A. First Year Courses Including Basic Core
      B. Second Year Courses Including Basic Core

   V. Students

      A. Admission
      B. Facilities
      C. Activities

   VI. Additional Requirements to Implement the Program

      A. Staff
      B. Facilities
      C. Funds

   VII. Service

      A. Number in Program
      B. Projected Graduates

VIII. Projections & Conclusions

A. Starting Date
B. Additional Supporting Materials

4. A committee composed of Board Staff will review each proposal. Suggestions will be made by the committee for corrections, additions and deletions if needed.

5. After satisfactory completion of the proposal the State Director will consider the proposal for designation.

6. The State Director will submit the program designation to the Board for approval.

7. The school will be notified by letter from the State Director that they have been designated to start the program.

8. The school will be responsible to initiate and conduct the program.

9. State Staff teams will review the program during their supervisory visits to the school.

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin 53703

Indication of Interest

This form is an indication of interest in the development of a new program and does not replace a program proposal. The information need not be in detail, but should be a brief, realistic appraisal of the program.

District: _____ School: _____

Type of Program: Associate Degree ☐ Diploma 1 Year ☐ 2 Year ☐

Program Title: _____

Program Objectives: _____

_____

_____

Reason for Interest: _____

_____

_____

Allied Programs Presently Offered: _____

_____

_____

Projected Student Enrollment: _____

Core and Related Staff Needs:

Presently Employed _____

Projected _____

Facility Needs:

Present _____

Projected _____

Funds Available for Program Development: _____

_____

_____

_____

Form No. VE-AD 132

REQUEST FOR PROGRAM APPROVAL
for
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

District: _____ School: _____

Program: _____

Purpose or Objective: _____

_____

_____

_____

_____

_____

Support: _____

_____

_____

_____

_____

_____

Curriculum: _____

_____

_____

_____

_____

_____

Other: _____

_____

_____

Proposal

TEACHER AND/OR SUPERVISOR

Certification Form

Name: Position:

Education:

1. B.A._____ B.S._____ School_____

   Major_____ Minors_____

2. Master's Degree _____ Major_____

3. Additional Education:_____

4. Special Institutes_____

Occupational Experience:

Specific Occupational Area	Employer	Inclusive Dates

Teaching and/or Supervisory Experience:

Name and Location of School	Assignment	Inclusive Dates

Certification Status:

A. Provisional Certificate

   1. As a teacher or supervisor_____

   2. Date of expiration_____

B. Standard Certificate

   1. As a teacher or supervisor_____

   2. Date of Issuance_____

Present Assignment:

Course Title	Course Number	State Code

Professional and Civic Affiliations: